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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Indiana State Association

INDIANA joins the neighboring states in having sectional meetings of the State Association October 20 and 21, at Fort Wayne and Evansville. William McAndrew will speak on "The Man with Folded Arms"; F. D. Boynton, Ithaca, N.Y., "This Unspanked Generation." Dr. Francis G. Blair, state superintendent of Illinois, will also speak. These are America's captivating platform leaders. Mr. McAndrew will add to his-time-honored charm the national professional interest of the Chicago situation. Dr. Boynton has lost none of the brilliancy which at the Cincinnati meeting of the Department of Superintendence placed him at the head of the list for the decade for heroic championship of a professional cause. Dr. Blair's great service of the National Education Association last year will make him a noble leader for many a year.

State Superintendent of Georgia

HON. M. L. DUGGAN, who was appointed acting state superintendent of Georgia during the serious illness of State Superintendent Fort E. Land, and was appointed state superintendent promptly upon the death of Mr. Land, is starting the new school year with the hearty support of the entire school forces of the state from the state institutions of higher learning, through city and county superintendents to the rank and file of teachers in city and country schools.

Mr. Duggan has official complications never known by any predecessor. There is a state Equalization Fund of a million dollars or more for the benefit of children in rural districts where the full tax limit will not make it possible to provide as good school opportunities as children in other sections of the state enjoy.

The legislation does not specify how this

million dollars shall be used for equalizing opportunities, and there are two camps of administration, widely separated in purpose.

One of these camps wants the money used to help the poorest schools to be reasonably equal to the minimum standard of respectable school opportunity, while there are those who merely want all schools of inferior opportunity to be benefited proportionally, raising each school a certain per cent. as it were. This is not an adequate statement, but it does carry the idea that one class of people would lift all to a common level, while the other would give each its proportion of the million dollars.

This gives Mr. Duggan an unanticipated responsibility for which he is exceptionally well prepared to deal because of the extent and character of his experience in the state department.

It makes one dizzy to read of an enrollment of 32,000 students, a faculty of 1,300, a freshman class of 7,000, and a budget of $5,500,000 for the New York University.

A Graduate School of Education

THE Harvard Graduate School of Education starts something genuinely new in the scholastic and professional world. It is as wonderful a creation as has ever been attempted in American education. It is the first adequate recognition of education as a profession.

This is no criticism of the pioneer work that has been done by other institutions. There was need of the use of the Bachelor's degree, Master's and Doctor's degrees with academic traditions as much as there was need of oxen for draft power before there was any knowledge of steam power, but it is as impossible to make traditional academic degrees available in graduate work in education as to try to make oxen do the hauling when steam is available.

No university could have made this change as successfully as Harvard is doing it. Other universities have given degrees in education, but they have always signified less professional scholarship, but Harvard University for near three hundred years has maintained a standard of scholarship unchallenged academically and professionally, and now a Harvard Master's or Doctor's degree in education will have higher significance than any other Master's or Doctor's degree can mean in education.

Every university in America will follow Harvard in making its Master's and Doctor's degrees in education mean more in education than any other degree that it grants.

No candidate for a Doctor's degree in education will be accepted simply because the applicant wants a "doctorate." The candidate must make it perfectly clear that he is capable of original and creative work, and whose doctorate thesis will probably be genuine and notable contribution to educational literature. A Doctor in education at Harvard will have made a penetrating and comprehensive study of some educational problem of really critical importance.

Department of Superintendence, February 25-March 3.

The Atlanta Journal, September 20, 1927, says that President Coolidge in a single address reaches a larger audience than any other President has reached in a lifetime. President Roosevelt may have been heard in his lifetime by 13,000,000 people, but President Coolidge's welcome to Charles A. Lindbergh had an audience of 30,000,000.

Something New in North Carolina

BY RIGHT of membership voted them by the trustees last commencement, women attended a faculty meeting at the University of North Carolina for the first time in the 133 years of the institution. These women were Miss Sallie B. Marks, lately supervisor of grades in the public schools of LaCrosse, Wis., and Miss Cecilia H. Bason, until recently head of the department of primary methods in the East Tennessee State Teachers' College. Both have the rank of assistant professor, and they are the first two women to be given membership in the faculty. Their work will be with the School of Education, and their appointment was made "in order to facilitate the service of the School of Education in advanced and graduate instruction for elementary school teachers and supervisors."

From Brunswick to Machias

SUPERINTENDENT PHILIP H. KIMBALL of Brunswick, Maine, is chosen as principal of the Maine State Normal School at Machias. Mr. Kimball is a native of Gorham, graduated from Bowdoin in 1911, and received the Degree of Master of Education, Graduate School of Harvard, last June. The choice gives especial satisfaction to the school people of Maine.

Nothing could impress America as being more absurd than to blame Margaret Haley and the Chicago Teachers' Federation for a cut in the teachers' salary.

Rising Tide in Georgia

By A. E. WINSHIP

ONE gets a great professional thrill in the group of educational activities in Athens, Georgia. The State University is one of the ancient and honorable scholastic institutions of the country, and has been intensely Southern in its traditions. It retains, in all of its historic and forensic glory, its "Demosthenian Club" with its antique "Demosthenian Hall."

In architecture the University campus has had no significant intrusion until 1927, but Chancellor G. M. Snelling is cautiously creating on the fringe of the campus an approach to modernism in architecture for its new heroic departments of journalism and commerce. The building with the double purpose is the latest word in architectural attraction, while each of the departments is to have an up-to-the-minute equipment unsurpassed by any university in the country. There will follow immediately an equally impressive and modernly equipped Physical Education Building.

It is no easy matter in this restless age to put new wine in old bottles without explosion, but, to change the figures, Chancellor Snelling seems to have been raised to speed up ancient tradition with his foot on the retarder in emergencies. There is a scholastic atmosphere on the Athenian campus as wholesome and inspiring as one can find in the conventional universities of New England with as thrilling a personality as one will find at Ann Arbor or Berkeley.

Modern Georgia is justifying the characterization, "The Empire State of the South." It has worshiped culture, classical culture, through all of its civic vicissitude, and now, with no wit or wisdom of its own, it is having an experience known to no other state so throbbingly as to Georgia.

There is a broad concrete boulevard from Montreal to Florida. Another from the White Mountains by way of New York, Charleston, and Savannah. Another from Niagara via the Susquehanna and Shenandoah. Another running on the Appalachian skyline. Another from Cleveland and Cincinnati through the Blue Grass country. Another from Sioux St. Marie and Detroit to Tampa and Miami. And finally a boulevard from the Minnehaha Falls to the everglades of Florida and the Key-West outpost. All of these matchless boulevards starting on a horizon line in the North of two thousand miles are focused on Georgia, and breathe into the atmosphere of the Empire State the best culture from Quebec and Toronto to Winnipeg and Lake Louise.

These wonderful boulevards with their streaming automobiles make a demand for a responsive culture of all people which Director Joseph Spencer Stewart of the State University was first to appreciate, and he has inspired cities on all of these boulevards to modernize their high schools, to attract youth to their halls of culture, and nowhere under the Stars and Stripes is there a more compelling thrill for good secondary culture than in Georgia. And Dr. Stewart did not stop with the white youth, but the colored people themselves aspire to worthily represent their race to the tourists from Harvard, Yale, and Princeton, from Western Reserve and Ann Arbor, from the Midway and Madison. President Adams of Atlanta University (colored), a graduate of Dartmouth, has joined hands with Dr. Stewart of Athens and has standardized high schools and colleges for the colored people.

Dr. Stewart has marshaled all the secondary school leaders of the state and South to support of a High School Quarterly whose professional influence has been beyond estimate.

Georgia has escaped the calamity of vicious antagonism in professional preparation of elementary and secondary-school teachers by having both classes of teachers professionally prepared at Athens under the sympathetic influence of the State University.

The State Normal School has the good fortune to have had as its director and principal Dr. Jere M. Pound, whose clean-cut scholarship and professional idealism are as publicly accepted as though he were the Dean of Secondary Education of the University faculty.

For twenty years Dr. Pound has been recognized as one of the civic as well as educational leaders of the Atlantic South. The rare combination of power and poise make him as important a factor in State University affairs as the culture of University association is to the State Normal School.

In the rising tide of the South there has been nothing more noteworthy than the part the Georgia State College of Agriculture at Athens has played in the creation of a modern personality of the boys on the farm and girls in the country homes of the Empire State of the South.

Nowhere from Lansing to Pullman, from Ames to Amherst, from Cornell to Corvallis is there anything more thrilling, scientifically or devotedly, than there is at Athens, and no one in any state has had a nobler record in capturing public support and private co-operation in appealing to young men to love the farm,

and young women to enjoy making farm life attractive for the family they are raising, than has Dr. Andrew McNairn Soule, who has for twenty years kept the Empire State of the South at high tide in magnifying country life.

The facts about the Agricultural College service in the state are as thrilling as any fiction. None of these facts are from Dr. Soule, but they are reliable. Dr. Soule's vision is service to each of the one hundred and fifty-nine counties by having some student of agriculture or home economics in the Agricultural College, summer or winter, or both, from each of these counties.

In order to arrest the attention of young people in each county he conceived the idea of offering a scholarship to each county.

After conferring with several persons who might be interested it was decided to let John S. Cohen, of the Atlanta Journal, take the lead in raising these scholarships. The Atlanta Journal ran daily a double-column appeal.

In about two months 125 scholarships were provided. The contributions ranged from fifty to two hundred dollars, and in September, 1926, there were 125 scholarships from as many counties.

One of these scholarships was provided by a carpenter, who sent his three dollars a week, which kept a lad from a distant county in the state in the college.

These scholarships are on a revolving basis, and are repaid after they leave college. To us the summer students are highly interesting because we have been at the State University in two summers; one year we saw the boys in camp there, and one year the girls were in camp.

In 1926 there were 1,150 boys and 830 girls. Camp Wilkins is created for this camp life of these country students. They are all winners of prizes, the boys in agricultural achievement, and the girls in home economics contests.

The Smith-Hughes and Smith-Lever agents are there all the time looking after all details. The professors give intensive opportunity for study, and the camp life is at high tide of enjoyment in recreation hours as it is educationally in study hours.

Camp Wilkins was built and equipped at a cost of $50,000. It is as ideal as anything we have ever seen. The cost per student is five dollars for the week of study, recreation, and inspiration. This is the great recruiting camp for students in the Agricultural College.

Interesting Wisconsin Experiment

THE University of Wisconsin has entered upon an attempt to solve the greatest problem that any State University has ventured to approach. Dr. Alexander Meiklejohn, formerly president of Amherst College, has a faculty of exceptionally gifted men for such a demonstration. The guiding principle of this new academic adventure is to have the students—freshmen and sophomore college men—study situations rather than subjects.

Instead of studying the various sciences, economics, history, literature, psychology, sociology and the like, as if they were separate and distinct things and then later, probably after graduation, trying to bring the separate knowledge of these separate subjects to bear upon the task of understanding and of living and working intelligently in a complicated civilization, the students of this college, with the counsel and co-operation of their teachers, will, figuratively speaking, put coherent episodes of civilization upon the table, dissect them, see what forces animated them, what motives moved them, what factors—racial, political, social, economic, religious, philosophical or scientific—were at work in them. In this process of dissecting various coherent episodes of civilization the students, with the counsel and co-operation of teachers with specialized knowledge, will reach out into all the separate fields of subject-matter usually taught in colleges for whatever light they need to have thrown upon the episode in question in order to understand it.

Instead of studying subjects more or less for their own sake in the hope that the knowledge and discipline gained in their study may be useful later in the task of understanding the situations they may face, the students of the Experimental College will frankly begin at the other end, begin trying to understand typical situations and searching for and mastering subject matter in various fields if and when they need it in their adventure in understanding.

The methods of teaching will be considerably different from the conventional type. There will be little classroom reciting and few lectures. Discussions will be held by faculty and students, with the former in the role of intellectual guides and companions. The meeting groups will be small in size. The process of learning and teaching will be informal.

Belding's Page

THE GROWTH IN NUMBERS

ONE reason for the rapid mounting of the costs of instruction lies in the fact that the increased enrollment, marked in all schools, has been much greater in the upper than in the lower grades or age groups.

The enrollment in public high schools of this country increased 576 per cent. in the interval between 1900 and 1924. Nowhere else along the line has this been equaled. The colleges and universities increased their student memberships 395 per cent. in the same period. Normal schools and teachers' colleges raised their enrollments to a figure 353 per cent. of that which was noted in 1900. Private commercial schools made tremendous gains prior to 1920, then dropped back to a point only double the numerical rating of the base year, 1900. The enrollment in kindergartens is 275 per cent. of what it was in that year. Students in preparatory schools and the secondary courses in Normal Schools number 147 per cent. of the 1900 total.

Elementary schools naturally show the smallest gains, because compulsory school laws affect these institutions. The enrollment in 1924 for these schools was only 136 per cent of that recorded in 1900.

For all schools combined the 1924 total is 156 per cent. of the total school population at the beginning of the century.

If these last totals were viewed alone, the public would have just cause to inquire into the prodigious advance in school costs for this period. But when elementary schools and kindergartens held 94 per cent. of the school population in 1900 and only 82.2 per cent. in 1924, much of the expansion in educational budgets is accounted for.

DEGREE HUNTING BY NIGHT

INSTITUTIONS which offer college courses in the evening are meeting a real demand in many cities. An interesting phase of the matter is the number of persons past middle life who undertake long courses and pursue them with perseverance. Men over fifty are frequently to be found enrolled in the evening classes, while now and then some one over sixty is enrolled. No age limit has been set for this sort of thing, and none should be.

Instructors who stand up and deliver formal lectures are not popular in the night colleges. The professor who can get down to the level of his students, can learn from them, get their point of view, talk matters over freely and help them with their difficulties, is in demand. Men and women who have had long experience meeting the facts of life do not want some young professor with a string of degrees to deliver a learned address to them without giving them a chance to talk back.

Perhaps the evening colleges will train up a group of teachers of a new sort for the daytime colleges to take over. Worse things could happen.

NEIGHBORHOOD CENTRES

MORE and more schoolhouses are being utilized as community centres. Such use of the schools is by no means new. The district schools of the country were favorite meeting places for debating societies and other organizations of villagers in the yesterdays of America. The social cleavages made by the differences of church affiliation could be set aside only by opening the doors of the school for evening functions. Not all villages availed themselves of this opportunity. But the custom was common to a good many of them.

The city schools, with their numerous rooms, long were left idle in the evenings. Night schools opened some of them. But it is mainly in recent years that the city schools have been looked upon as existing to serve the local community as places of meeting for civic or other purposes.

Representing as they do a very large investment of capital, the schools may well be occupied more than the relatively small part of the year during which they are open for classroom instruction. To leave them idle may mean an ecomonic waste of considerable magnitude. On the other hand, the average school building is poorly adapted to purely social uses, and the neighborhood would be better off if it had a centre specially planned with that in view. Modern schoolhouse design is, however, taking into account the manifold demands upon the educational plant, and is arranging to have portions of the building which can be shut off from the rest, separately heated and lighted, and given an air of attractiveness.

The outside uses of school structures are growing steadily. New schools can scarcely be called modern unless they include provision for such uses.

Anson W. Belding

Associate Editor.

Improving Teachers in Service

By F. D. BOYNTON

Ithaca, N. Y.

THE late Dr. John M. Milne, for many years principal of the Geneseo State Normal School, used to say that the trouble with far too many teachers was that they considered their diplomas not as an introduction to learning but as a kind of mattress whereon their minds might lie and go into a state of coma, a kind of perpetual siesta.

That was many years ago. If "Dr. John," as he used to be called, could return, he would find a changed situation, for it is the fashion nowadays for teachers by the thousands to continue their studies after graduation. Not to do so is, in fact, regarded with disfavor by the profession itself. The tens of thousands of teachers attending summer terms and taking extension courses bear eloquent testimony to this mental alertness and sense of responsibility. In teaching, as in all other forms of endeavor, it has come about that promotion seeks only those who are awake and prepared; while the David Swans, the few who are left of that vanishing race, continue to repose upon their intellectual mattresses, only awaking now and then to complain of the world's injustice. Boards of education and superintendents of schools are thus face to face, not so much with the problem of spurring on unwilling workers, as with that of providing opportunity for a growing body of ambitious and progressive teachers and of properly rewarding those who take advantage of the opportunities provided.

Any adequate plan for the improvement of teachers in service should provide both opportunity and reward—opportunity for the non-college-trained teacher to begin and pursue a college course, opportunity for the college-trained to go on with graduate work, and adequate reward for both.

Any adequate plan for the improvement of teachers in service should provide both opportunity and reward—opportunity for the non-college-trained teacher to begin and pursue a college course, opportunity for the college-trained to go on with graduate work, and adequate reward for both. From the standpoint of the schools the objective is, of course, improved public service by the building up of a more permanent corps of more and more highly trained and broadly educated teachers. In order to achieve this, recognition should be given only for work of actual college or graduate quality. Summer term and extension courses, while they are to be welcomed if conditions are such as to make them the only possibility, are at best less desirable than are the courses offered by the faculty of a given institution during the regular scholastic year. Whatever plan is adopted for providing for the improvement of teachers in service, it should be definite, carefully worked out in detail, and after adoption by the Board of Education it should be published and made available to any interested.

Candidates who wish to profit by such a plan for advancement should be required to register with the superintendent for advanced study, submitting the college courses they wish to take and securing his approval. In the case of undergraduate work the emphasis should be laid upon basal studies in English, the foreign languages, sciences, mathematics, history, etc. Not more than one-fourth of the work should, in my judgment, be professional; and not more than one-fourth should, in undergraduate work, be in the subject taught by the candidate. Not only should the courses proposed be scrutinized, but also the institutions offering them. Where institutions, as some of them do, offer courses for degrees so general as to be almost worthless on any sound basis of education, they should be ruthlessly rejected. Not the degree, but the substance back of it is what superintendents are concerned about. Only substantial courses in settled institutions known for their thorough work should be recognized.

Substantial work having been required, substantial recognition should be given. We believe that this can better be done in the form of salary increments for advanced study rather than by any system of bonuses. The difference between an increment and a bonus is, of course, that an increment raises the salary level to be paid annually, while a bonus is in the nature of a prize, paid but once and leaving the salary level unaffected.

After these advanced study increments have been earned and the teacher has been in the

service of a given community for the prescribed time, the plan should include a leave of absence for further study and travel on full salary for one semester or on half salary for the full year. If the half year on full salary is chosen, it can, of course, include the two vacation months. The work which teachers on leave propose to take should be submitted for approval before leave is granted. It goes without saying that such salary increments should be paid only upon the return of the teacher to the service of the community which pays the price for such improvement of the service.

Character Training Through History

By OLIVE NOLAN
Dearborn School, Boston

"Lives of great men all remind us
We can make our lives sublime,"

SANG the poet, but "Not necessarily," says the psychologist. While we may hold great men up as examples to our pupils, we must stress certain definite qualities in those men, and emphasize the fact that those qualities were instrumental in causing those men to perform the deeds for which history honors them, and then go further to show the influence of those deeds on history, in order to make an impression on our young people. With all this, it may still remain an appreciation lesson, which is fine in its way, but not our goal.

However, if we discover the civic "shortages" of our groups and choose our "splendid examples" wisely in order to show that those men possessed and cultivated those traits of character, then we are in a fair way toward character training. Even if we succeed in one direction and one situation we know that there is little, if any, transfer. We have as yet no satisfactory method of testing. Perhaps we may never have; perhaps we should not have. I do not know. I am practical, but I believe that there are still some things that may be sensed rather than tested. But we must be sane and sensible about the matter. I have no patience with the method that produces smug little hypocrites who, each morning, recite a list of their virtuous doings with emphasis on the correction of their playmates. I believe that to be fundamentally wrong.

On the other hand, if a teacher recognizes general shiftlessness, especially in the matter of punctuality, as a "shortage" of her class and of the neighborhood, and puts forth her best effort in the "character" period, as well as at other times, to stress the importance of promptness and punctuality by readings and stories of delays in the arrival of reinforcements or supplies causing defeat in battles, she has made one step toward her goal, which is, of course, to cure that particular kind of shiftlessness. Stories of Washington's insistence on punctuality; of train wrecks and loss of many lives through the lack of it, all help toward a definite purpose. If, within a few weeks, that class begins to have 98 per cent., 99 per cent., and 100 per cent. attendance with no tardiness (or a very rare one), then her work has functioned. It certainly has started those pupils in a very good habit; and, after all, our morals, like our manners, are more or less matters of habit. I hope that is not heresy.

I saw the above experiment done in my building. My own class worked on "Tolerance" one year. We were in what was commonly called a "hard" district. It was most cosmopolitan, surely. The population was varied, and rather a quarrelsome one. The boys quarreled in the yard and on the street, while their parents hurled epithets and garbage over back fences. One heard: "Harp," "Wop," "Ikey," "Frog," "Nig," and "Squarehead" shrieked by the boys across the street in the "park." Mothers came with such remarks as these: "That 'Bohunk' next door is no good; he's not Scotch. We are," and an air of conscious pride; or: "All thim Wops are dirty. Don't set my John anext that Tony."

Tolerance and Christian charity? No! Racial prejudice, snap judgments, and sweeping assertions. With all that to combat at home, we felt that even a little over-emphasis on tolerance might be allowed. So we stressed Marquette, whom Wisconsin chose to be her most honored citizen in the Hall of Statues in the Capitol at Washington, D.C. That ardent French missionary was tolerant, so tolerant that he gave his all to bring the heathen Indians to Christianity. Always kind, not sitting in judgment, not scorning the friendship of the unlettered savage, but ever trying to see the Indian point of view so as to help him to a better one.

We read of Lafayette, who left the ease and comfort of his native land to fight for America. Why? Partly adventure, to be sure, but we emphasized his open-minded tolerance that could see and understand America's yearning for freedom, and wish to help her to gain it. But

lest tolerance be confused with weakness, we elaborated on the unquenchable patriotism of those French poilus at Verdun, and their immortal slogan, "They shall not pass."

Records show that Haym Salomon, a Hebrew, pledged his entire fortune to the patriotic cause in those dark days of the Revolution when Robert Morris solicited funds for Washington in response to a desperate appeal from the latter during that dire winter at Valley Forge. Surely Salomon's mind, as well as his purse, was open. He contributed toward America's success in the way most needed at that moment.

The scriber in the toolmaking shop gave us an opportunity to trace back the origin of the word to "scribo," the Hebrew "to write," and "scribe, a copyist," to show that far, far back the Hebrews were men of letters.

We went on, and soon vied with each other in finding instances in history of distinguished foreign-born Americans, or foreigners who rendered America great service. Our list contained the names of Pulaski, Kosciusco, Von Steuben and De Kalb, who helped to train our raw colonial troops. Generals Montgomery and Moylan of Revolutionary fame, as well as Commodore Barry, who came from Ireland; Paul Jones, from Scotland; and Alexander Hamilton, from the West Indies. This great statesman and financier was of Scotch and French descent, was born under the British flag, but is called "Next to Washington, our greatest American." It is risky to dwell much on the mixture of races, but we did stress the "melting pot" idea, the grasping of America's ideals, and his willingness to render public service when his country needed it. Thomas Paine came from England, Albert Gallatin from Switzerland, and Admiral Farragut's grandfather from Spain. Louis Pasteur, Michael Anagos, Edward Ferrero, Louis Agassiz, John Ericsson, and many, many more, came quite naturally into our history. We did not do all those biographies. Time forbade. Instead, the boy who suggested the famous man, told his native country, and his contribution to America. Of course, this was teacher-guided, as we had a goal, and felt compelled to take the best road to that goal. At first, it was "each man for his own country," but when a Spanish boy eulogized Admiral Farragut, and my splendid Swedish boy concluded his talk on General Ferrero by saying: "He bane one fine 'sheneral' in the Civil War," and my Greek boy enthused over Alexander Hamilton, and said that Theodore Roosevelt was a typical American because he had Dutch, Scotch, French, English, Irish and German blood in him, I felt that we had made progress. We had opened their eyes to the fact that all races, religions and eras had many fine people; and surely eyes must be opened if minds are to be so.

Not alone in this poor district, where one sees life unadorned by any veneer of polite manners, but in every walk of life, tolerance is needed. The Bible, the clergy, literature, and politicians (strange companions) preach it. We can all aim for it. Surely, if age doesn't bring it, then there has been a lack somewhere. Life and experience should teach us tolerance; and we should preach it, teach it, and try to exemplify it to our pupils. We may never reach it 100 per cent., but the school and the neighborhood (we may leave the "state, the nation, and the world," like the proverbial "dollar," to take care of themselves if we build the foundation well) are the big factors in teaching citizenship.

When a parent of lineage like my own dropped in one day to tell me: "That Eyetalian woman downstairs under me don't put no more boxes on the stairs for me to fall over since I offered her my clothes line the day hers bust, and the kids don't ever hardly fight now; and I told my man, and he says it's only the wimmin and kids that scrap so—the men don't," all in one breath, I wondered. Thinking of all the wars of all the ages, I questioned (silently) "his" statement, and wondered if perhaps my efforts the next year should not be to stress "famous women" lest our boys grow up with man-to-man tolerance, but lacking in the man-to-woman variety.

It is a big problem, and we have not solved it; but we believe that we have made a start in the right direction. Surely those latter-day scandal mongers who emblazoned front pages with the foibles and indiscretions of some of our hallowed dead were not tolerant. There was no good to be derived by it. We must face facts; we must keep our feet on the ground, but we must have ideals. Surely charity, tolerance and good sportsmanship are all akin. If we teach our boys to live and let live, but to be ready with a helping hand; to judge people (when they must judge) not by petty faults, but by their "batting averages," we have gone far on the way to good American citizenship.

Without proper education no government which rests upon popular action can long endure. The people must be schooled in the knowledge and in the virtues upon which the maintenance and success of free institutions depend.

—Woodrow Wilson, in 1898.

A Test of Gain Through Outside Reading

By MARGARET M. FITZPATRICK

Paterson, N. J.

PROGRESS in industry depends in large measure upon the discoveries of extensive laboratories maintained to work out new materials and processes. Improved methods in agriculture likewise depend upon the elaborate experiment and breeding stations maintained by government and private interests. Educators are beginning to realize that similar tests and experiments are needed to improve school procedure. Recently the thought has been frequently advanced that every school system, and perhaps every teacher, ought to be undertaking a definite, useful piece of educational research, not only for the improvement of the profession in general but for their own personal growth and satisfaction.

In Paterson a system of university credits has been offered teachers for important experiments or investigations conducted in their own classrooms. Under this plan I undertook to measure the gain made through outside reading in a third grade in a half year. This experiment of mine may suggest parallel kinds of investigation that others might like to undertake for their own satisfaction and as a contribution to the prevailing methods of teaching.

The general plan of my study was to rate the reading ability of the pupils as found by standard tests at the beginning of the term, then give the pupils free access to a good-sized library of miscellaneous books, which they were at liberty to borrow as often as they pleased, and finally by a test at the end of the term to compute the gain of each individual in speed and comprehension and work out the correlation of this gain with the pupils' use of the library. As a by-product of the experiment we also tested the comparative attractiveness of library, school and trade books, the relative popularity of different titles and different grades of difficulty and their rating from the standpoint of cost and wear.

We wrote to the head of the book department of a leading New York store, and asked them to select what they considered their twenty-five best books for the contest. The local librarian loaned an equal number of new books, representing his best opinion of books suitable for the grade. The school added twenty-five series readers and twenty-five supplementary readers, ranging from extremely easy to rather difficult material for the grade. Each book was provided with a card bearing its title, and when the child took the book home, he simply signed his name and handed the card to the pupil-librarian in charge. When the book was returned the card was replaced, and thus a careful record of every book and every pupil was kept with a minimum of trouble.

Two different tests were used at both beginning and end of the term. One was Monroe's Standardized Silent Reading Test No. 1, Form III. (Public School Publishing Company, Bloomington, Ill.), and the other Fordyce's Scale for Measuring Achievements in Reading No. 1, for Speed and Quality (University Publishing Company, Chicago, Ill.). Another test of a similar kind, Monroe's No. 1, Form 1, was given by the general supervisor throughout the city and was a check upon the original tests.

Simple home-made tests could have been used about as well as the standardized except that it would not have shown our scores as compared with other schools. Such tests are made by selecting a suitable passage of fresh material from a reader and letting pupils read as far as possible in a given time, say, five minutes, marking the place reached, computing the rate per minute for speed, and for comprehension testing the thought by a series of simple questions.

It was impossible to carry out the general plan, i.e., to measure the correlation between the use of the library by various individuals and the gain in reading which resulted, because practically all the children borrowed a book every night, hence there was very little difference in the number of loans credited to pupils. In repeating the experiment this difficulty might be overcome by purposely limiting the number of nights on which various groups could borrow books, so that there would be a wide difference in this respect.

The median gain in speed and comprehension between October and January was as follows:—

	Monroe Silent Reading Test No. 1, Form		Fordyce's Scale for Measuring Achievement in Reading No. 1— for Speed and Quality		
	Rate per min.	Comprehension	Rate—Time taken to read 290 words		Comprehension
October	11	0	2 min.	30 sec.	3
January	58	4.65	1 "	45 "	5
Gain	47	4.65		45 "	2

How this gain compared with that of average 3-B grades unprovided with library reading we could not discover, as we had not arranged for a control group for this purpose and no reading tests in the city had been given so early as

the beginning of the third grade. The figures furnished by the author of the Monroe test designate forty as the average gain in rate, and 3.9 as the average gain in speed between the third grade and the fourth. The gain we made in a half year is well above these figures, and yet it is to be expected, from the normal curve of learning, that the rate is much more rapid at the beginning than at the close of the year. Here, again, the experimenter could do much better a second time, by arranging for control groups for purposes of comparison.

The secondary results of the experiment proved to be more definite and more satisfactory, and perhaps quite as useful, as what we originally set out to discover. A comparison of the number of loans credited to each of the four classes of books indicated their relative popularity as shown below:—

Store books	29%
Supplementary readers	28.3%
Regular graded readers	26.4%
Public library books	16.3%

It will be seen that store books are a trifle more popular than even supplementary readers.

The difference in wear is very striking as will be seen from these figures, showing the condition of the books at the close of the term:—

	Good	Fair	Poor
School books	86%	12%	2%
Public library books	75%	12.5%	12.5%
Store books	36%	16%	48%

This would seem to indicate that school books are extremely satisfactory in respect to durability, and store books rather unsatisfactory from the standpoint of economy.

The experiment as a whole seemed to be well worth while. It has been of service to the principals of the city who were keenly interested in the relative popularity of the different titles. They were furnished with a list of the titles used, the number of loans made, and the final condition of the books. This served an important purpose in enabling them to judge the best books from the double standpoint of attractiveness and wear. While accurate figures are not available it is fairly evident that outside reading is of advantage, even as low as the third grade.

A House and a College Degree

By ARTEMISIA B. BRYSON

Fort Worth, Texas

GETTING a degree from college is analogous to getting a house through a building and loan association. In the beginning there is an end in view—in one case a degree, in the other a house. Both take a period of years, usually four or five—sometimes more, sometimes less. Both are of varying value. The degree may be won on A, B. C, or D grades; the house may vary in value from $3,000 to $5,000, $8,000, or $12,000. Whatever the value, the ultimate uses are similar—the house for shelter, the degree to mark a definite step in education. But the degree won by A grades gives a comfort and pleasure to the winner comparable to the degree of satisfaction given by the better home. One enjoys large rooms, adequate halls, hardwood floors, artistic furnishings, tiled bathroom, built-in tub, roomy closets, hospitable porches, and one enjoys equally the subtle and "roomy" pleasure that an A degree gives.

There is, too, the analogy in the matter of location. One chooses a lot, and one chooses a college—for personal reasons, convenience, expense, etc. And one gets a certain degree of satisfaction in watching the approach of the desired end.

In each case, also, the aspirant puts into a fund an amount devoted to the object in view—so much money for the house; so much time, energy, study, devotion and money, for the acquiring of a degree. In each case the payments are regular. In each case there is, usually, a question of whether something will be given up for the end in view. One can fritter away money and have nothing left with which to make payments. One can, in college, fritter away time which in some cases is more valuable even than money.

One of the particular satisfactions after a house is built or a degree is won, is the satisfaction that one has in feeling it is his own. Whether it be a modest cottage or the last word in a modern home; whether the degree was won with ordinary grades or is a *summa cum laude*, the fact that it is one's own gives a pure joy that cannot be taken away—gives a satisfaction which was expressed by Abraham Cowley when he said proudly of his garden: "A small thing but mine own."

Honest money, honest toil, it is all the same. Surely the house won by fraud or chicanery does not protect a happy owner, nor does the dishonestly-won degree give joy. Only recently the daily papers carried a story of a man who

returned to his college a diploma awarded him eighteen years before, because his conscience would not at length permit him to keep what he had won by fraud. Overwhelming as the desire may be for a degree or for high grades, one's self-respect is too high a price to pay.

Just a house, however, leaves something to be desired. And just a degree is a poor return for four years of work. One needs shrubbery about a house, pleasant pictures on the walls, comfortable chairs, beautiful rugs and all the other things that make daily life worth living. One needs, too, the pleasant friendships formed in college days, the remembrance of bygone pleasures, the present poise and verve of social life, the sureness of a disciplined mind.

Well, the analogy is fairly complete. It may, however, be pursued even further. As year after year sees the growth of a city, so year after year witnesses the increasing growth of the host who call a college "Alma Mater." Ideas in houses change, and ideals in college change—surely for the better, but the task is never done.

"The old order changeth, yielding place to new." The desire in both houses and education is for "something better than we have known." Thus progress is made. Sometimes affection for what we have known and loved in the past pits itself against progress, or the new and untried holds too great a lure, but even so, we are gaining in the task of making better houses and better citizens.

As the variety of style, size of buildings, and diversity of surroundings add to a city's beauty, so the varieties of college education add to the wealth of the nation's citizenship. It is possible to make not only "houses beautiful," but cities "beautiful, entire, and clean." That, after all, is a real college's ideal.

Delinquency of Adolescent Boys

By FRANCES MARTIN

THE term "delinquency" as defined by Webster pertains to failure or omission of one's duty. A delinquent is defined as "one who fails to perform his duty; an offender; or one who commits a fault or crime." Therefore, it would seem as though the term includes everything from truancy to crime. At any rate it covers a field which is amazingly wide. The fact that delinquency manifests itself so frequently among adolescent boys is one which cannot possibly escape our attention and also one which deserves thoughtful consideration and investigation.

According to George P. Campbell, superintendent of the Industrial School for Boys at Shirley, it is practically impossible to make a hard and fast classification of delinquents. This is due primarily to the fact that no two individuals are ever exactly alike or have ever been through exactly the same experiences. However, according to Mr. Campbell, there are two fairly distinct types of delinquents.

In the first place there are the offenders with a conscience, that is, there are those who are aware of their moral failure and feel it, at least to some extent. For different reasons these offenders have been unable to "bring to bear the inhibitory force of their whole selves and have fallen into anti-social conduct."

Secondly, there are the offenders who lack a conscience. These lads have no sense of wrongdoing when they commit an offence; they are entirely satisfied with their line of conduct. They take for their code some such line of reasoning as the following: It is all right to lie if it will get one out of trouble, and all right to steal if you don't get caught. This class of offenders, unfortunately, is on the increase rather than on the decrease. Futhermore, to rebuild the ideals and moral sentiments of such boys is a most difficult task.

The main factors responsible for the existence of so much delinquency among our mass of adolescent boys are, of course, heredity and environment. The influence of heredity is strong, but the influence of environmental factors is equally as strong if not stronger. From the results of my investigations I am inclined to believe that environment is the stronger factor.

According to reports which I have received from Massachusetts Training Schools, the home conditions of our adolescent delinquents are unbelievable. Filth and intemperance have been found to predominate in many homes. It has been found, too, that very seldom in a home from which a delinquent has come is any interest shown in the welfare of the boy. Parents have frequently been found who did not know whether their son or sons spent the night at home or elsewhere! Parents of this type often neither know nor care whether or not their sons attend school with any degree of regularity. A study of Massachusetts Training School reports reveals the fact that rare cases exist of boys who have not attended school for as long a period as four or five years! Delinquents who have not attended school for one or two years are quite common. In most instances it has

been the parents' lack of interest in the boys which has resulted in the boys' failures to attend school either regularly or at all. But it is not only in the boy's education and in the way in which he spends his leisure time that the parents fail to show any interest. Interest is often not shown in the personal appearance of the boy. For example, consider the case of one fourteen-year-old lad who, until the time of his commitment at a training school, had never used or even seen a toothbrush! This lack of interest in a boy's welfare combined with filthy and intemperate homes is sooner or later bound to produce delinquents.

On the other hand parents have sometimes so restrained and criticised the actions of their adolescent sons that they have literally forced them into delinquency. No normal adolescent boy can endure too many restrictions; he must be granted a certain amount of freedom. If this freedom is not granted, the boy will eventually become a truant or an offender of some sort. That is, he will run away from home or refuse to attend school.

Another factor entering into the consideration of environmental questions is the fact that delinquent boys have either one or both parents dead, and are obliged to live with disinterested relatives or shift for themselves. In such instances the boys often do not receive any worthwhile training, and, as a result, become members of the delinquent class.

But it is not only home conditions which play a large part in environmental factors. We must consider, too, influences which operate outside the home. Companionship with a delinquent boy will often be a factor in an innocent boy's becoming a delinquent. Membership in a "tough" gang often produces a delinquent. Then, lack of school and church influence are also instrumental in the establishment of delinquency as are other factors too numerous to merit consideration.

To return for a moment to the question of heredity it has been interesting indeed to note that delinquency occurs most often in families in which either one or both parents are foreign-born. For instance, during the year ending November 30, 1925, at the Industrial School at Shirley, of three hundred and thirty-one (331) boys of the later adolescent period two hundred and forty-one (241) had either one or both parents foreign-born. Surely here is a problem worthy of the consideration of our immigration authorities. Under the question of heredity we must also bear in mind the fact that many of our delinquents have displayed inherited feeble-minded tendencies.

To quote from the superintendent of the Worcester County Training School at Oakdale: "The training schools are obliged to take in their charge many boys who really should be in asylums."

But there are still other factors entering into the causes of delinquency. * Early adolescence is an age of moods, whims, and fancies which must not only be thoroughly understood by the parent and the teacher, but which must also be catered to to a reasonable extent. As I have already brought out, the moods, whims, and fancies of an adolescent cannot be restrained too much. If they cannot be given complete freedom these moods and whims must be guided into safe channels. We must remember that much of the crime committed by adolescents is caused, as King says in "High School Age," by the desires to seek adventure and see life, and especially by the desire to do something big and attract attention. We must remember, too, that youth is capable of all goodness and badness, and that careful leadership is always vitally necessary. That fact that impulses to do wrong are strong between the ages of twelve and sixteen must also be borne in mind. The teacher must beware of unnatural methods of education and too many limitations of freedom if he wishes to curb delinquent tendencies. According to J. A. Puffer of the Lyman School for Boys, rebellion against these two things is one of the outstanding causes of truancy. Thus we can easily see that a knowledge of the causes of delinquency is altogether too important to disregard.

We next come to a consideration of the nature of adolescent delinquencies. The offences for which adolescent boys are committed to training schools are not only quite numerous but they show as well a rather wide variation. The following table lists the offences for which boys were committed to the Lyman School for Boys during the year ending November 30, 1925. Commitments at this school include boys ranging from the ages of six to fifteen. During the year 1925 the climax occurred at the age of fourteen. Of the three hundred and fifty-six (356) boys committed to this school in 1925 one hundred and thirty-three (133) were committed at the age of fourteen!

Breaking and entering, 123
Delinquent child, 10
Larceny, 141
Stubbornness, 43
Running away, 8
Unlawful appropriation of autos, 17
Placing obstruction on railroad, 1
Breaking glass, 2
Assault and battery, 3
Receiving stolen property, 1
Killing a child, 1

* Dr. L A. Averill of the Worcester State Normal School.

Mutilation of gravestones, 1
Assault, 3
Indecent exposure, 1
Wilfully defacing a building, 1

A similar table from the Industrial School for Boys at Shirley reveals the following additional offences for which boys were committed: Violation of auto laws, forgery, assault and robbery, vagrancy, robbery, carrying of concealed weapons, setting fires, burning buildings, assault to kill, violation of parole, etc.

As in the table from the Lyman School, this table revealed the fact that the offence for which the majority of boys were committed is larceny. It is indeed interesting to note that the Shirley School includes only those boys who range in ages from fifteen to eighteen at the time of commitment. Of the three hundred and sixty-five (365) boys committed to this school one hundred and seventeen (117) were committed for larceny and eighty-one (81) were committed for breaking and entering.

A study of these two tables leads us to believe that the most common offence for which both younger and older adolescents are committed to training schools is larceny. Breaking and entering seem to hold second place, while stubbornness seems to rank third. Futhermore the offences committed by both groups seem to be very much alike. The only difference seems to lie in the fact that the older adolescents commit a greater variety of offences than does the younger group. This, of course, may be partly explained by the fact that the older boys have had more experiences and a wider knowledge upon which to base their misdeeds.

The tables of both the Shirley and the Westboro Schools included no mention of truancy or school offences. Nevertheless truancy and school offences are phases of adolescent delinquencies which undeniably exist and cannot be overlooked. The Worcester County Training School at Oakdale houses forty-four (44) truants and school offenders ranging between the ages of six and sixteen. About half of these boys belong to the early adolescent period. We must bear in mind, too, the fact that there are many truants and school offenders who are not committed to training schools. Truancy, as a form of delinquency, is altogether too common among our younger adolescents.

Let us next consider as briefly as possible the work done by the different training schools toward the diminishment of adolescent delinquencies. The aim of every training school is threefold. To quote directly from the superintendent of the training school at Oakdale the aim and task of every training school is "first to remove old habits; second, to plant new habits; and third, to cultivate the new habits."

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According to this superintendent it takes little to steady boys, but according to G. P. Campbell, of the Industrial School for Boys at Shirley, " to remake the delinquent boy requires the strongest and finest type of personalities available and no expense should be deemed too great to secure this sort of men and women for our work."

During the year ending November 30, 1925, at the Shirley School, a good start was made toward a careful and complete study of each boy committed. It was decided that the plan of having the psychological and psychiatric work done under the general supervision of the Department of Mental Diseases was an excellent one. However, the department has been unable to supply the necessary service.

This school is an open institution, organized on the cottage plan, for boys from fifteen to eighteen years of age at the time of commitment. The normal capacity of the school is two hundred and eighty-four (284), but during the year 1925 the school housed three hundred and eighteen (318) boys. Academic and industrial training is given, the emphasis being placed on the practical teaching of trades. In addition the boys do all the necessary work about the school grounds. Any carpentery, masonry, plowing, planting, etc., which is necessary is done by the boys. Futhermore, any medical or dental attention which the boys may need is given them. After training in the school the boys are placed on parole, in charge of the Boys' Parole Branch.

The Lyman School for Boys, established in 1846, is likewise an open institution organized on a cottage system. This school is for boys under fifteen years of age at the time of commitment. The normal capacity of this school is four hundred and fifty (450). During the year 1925 the school housed four hundred and ninety-five (495) boys. As in the Shirley School both academic and industrial training is given, the emphasis being placed on the teaching of trades. In short, this school is conducted very much as is the Shirley School.

The work done at the Worcester County Training School at Oakland is very much like that done by the two schools which I have just mentioned. This school is not as large as the Shirley and Westboro Schools, and is primarily for truants and school offenders.

Thus we can well say that these three schools have much in common. They all have practically the same aims and purposes. Certainly the changes which they produce in many of the boys sent to them by the Courts are remarkable. It is interesting to note the length of time the boys remain in the different training schools. At the Oakdale school the average length of time seems to range from six to eight months. There are, of course, exceptions to this average. At the Lyman School the average length of time seems to be about one year. The shortest stay at this school was three months.

Do not think that the boys confined in training schools have no recreation. They have plenty of it. In the first place such recreational opportunities as the radio, the stereopticon, baseball games, indoor games of all sorts, good magazines (Popular Mechanics, Popular Science Monthly, Success, etc.), etc., are offered within the school limits. Occasionally groups of boys are taken away from the school to attend baseball games, entertainments, etc.

Training school boys occasionally become discontented with their surroundings, and manifest this discontent by running away. For example, according to an item which appeared a short while ago in the Worcester Evening Gazette, two youths, one seventeen and the other eighteen, recently escaped from the Shirley Industrial School. The seventeen-year-old lad was arrested on four charges of robbery and held in $4,000 for the Superior Court when arraigned at District Court. The eighteen-year-old had been arrested on a charge of taking an automobile and the attempted larceny of another. Fortunately such instances as these are not very common. But when they do occur we have merely another proof to the effect that training schools are not always successful in their undertakings.

But we are perhaps more interested in the after effects of training school confinement. According to the superintendent of the Oakdale School seventy to eighty-five per cent. of the boys turn out well. Statistics from the Lyman School suggest that sixty-one per cent. of their boys turn out well, while statistics from the Shirley School reveal the fact that sixty-nine per cent. of their boys turn out well. The following table is worth noting:—

Doing well, 69.48%
Doing fairly well, 6.22%
Doing badly, 7.35%
Whereabouts and conduct unknown, 16.95%

The occupations of boys who have been inmates of training schools are interesting to note. From the Shirley School we have the following table:—

Whereabouts unknown, 12.43%
In U. S. Army, Navy and Marines, 19.78%
Teamsters, 8.48%
Employed on farms, 1.69%
Salesmen, 1.13%
In textile mills, etc., 12.43%
Laborers, 10.17%
Machine shops, 1.13%
Out of state, 9.04%
Odd jobs, 2.83%
In other institutions, 5.65%
Idle, 1.69%

In different occupations, 9.60%
Ill, .56%
Clerks, 3.39%

From these two tables we can easily judge of the value of our training schools and the influence which they exert on the boys' later lives. It is they who remake into good citizens an average of about sixty-five per cent. of our adolescent delinquents. Our training schools have done splendid work for our adolescent delinquents, and what is more, there are possibilities of their doing even more splendid work. Had we no means of curbing delinquent tendencies the problem offered us by our youth would be much more serious than it is.

It is interesting to note that the problem of the adolescent delinquent is by no means a new one. A symposium edited by Archer Hulbert in the December, 1926, Atlantic contains contributions made by writers in American periodicals published between the years 1827 and 1857. Three random remarks read as follows: "And what of our youth! . . . The army of youthful criminals from the slums is augmented by children abandoned by the shiftless of the working classes, by families wrecked by living beyond their means, and by wayward unfortunates from reputable families (1830). . . . From these thousands of desperadoes the chief mass of hardened criminals is recruited (1831). At —— University the few students who profess religion stand, as it were, alone; to attempt to stem the torrent of vice and immorality there would be considered a freakish innovation (1828)." Thus we have rather authentic proof that our adolescent delinquent problem is by no means one which has developed during recent years.

It is indeed true that a large percentage of our adolescent boys are victims of delinquency, but we are tempted to ask whether or not the percentage is a great deal higher today than it was one hundred years ago. Let us close with the thought that our ancestors had to wrestle with the same problem with which we of today are wrestling and with which our successors will inevitably have to wrestle.

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One ship sails east and another west
By the self-same wind that blows;
'Tis the set of the sail
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Personal and Professional

G. H. SANBERG, superintendent of Rochester, Minnesota, has an unrivaled opportunity because of the international character of the city, thanks to the scientific surgical skill of the world-renowned surgeons. It is not at all unusual to have a registration of six hundred patients from everywhere. But our interest, we are happy to say, is not the surgical attraction of Rochester, Minnesota, but in Mr. Sanberg's creative educational genius, of which the annual "R" book for the new school year is suggestive. It is a beautifully printed booklet of eighty pages, which is brimful of facts and suggestions which parents will read enthusiastically, and which pupils and students will read pridefully. Superintendent Sanberg inspires wholesome social, civic and ethical health with the same vitality that the Mayo Brothers correct physical imperfections. It is really wonderful how completely Rochester, Minnesota, has established the international line of those seeking physical and moral rectification.

RUFUS W. WEAVER, who accepts the secretaryship of the Education Board of the Southern Baptist Convention, has been the president of Mercer University, Macon, Georgia, for the past nine years. He has been eminently successful in academic leadership, and prominent in the civic and community life of Central Georgia. His removal to Birmingham, the headquarters of his new service, will mean much to that city, and will give him significant vantage ground for leadership in the entire South.

W. L. STEPHENS, superintendent of Long Beach, California, professionally and administratively prominent nationally, has had delightful local recognition in demonstration of the esteem in which he is held by the teachers. Among other features of their manifestation of appreciation was the presentation of life membership in the National Education Association.

CAP E. MILLER, dean of Graduate Department of Agriculture, State Agricultural College of North Dakota, Fargo, and director of the Northwest Farm Managers Association of whom DeWitt C. Wing says in the Breeders Gazette, Chicago: "Cap E. Miller, whom Professor J. H. Shepard designated as his successor when he left the North Dakota Agricultural College, head of the department of Agricultural Economics, is a fine-grained man of tireless energy, ringing sincerity, lofty idealism and sweeping enthusiasm. Cap Miller is a unique personality in a classroom or on the platform; while as a letter-writer he is fairly hypnotic. Give him a hard, congenial task, several stenographers and a mimeographing outfit, and he will not only 'tell the world' but bring some of it to his headquarters to see what it's all about. He gets results by doffing his coat and throwing himself into effort. His letters concerning the farm managers drew me to Fargo. Cap wrote and persistently repeated that the tour would be the most important event of the year in agriculture. He will never believe that he exaggerated; neither will I. He and Mrs. Miller and their son, Dave, and daughter, Margaret (high school graduate with a taste and talent for journalism), would score high in a model family contest."

A tribute like this in an article of two thousand words by DeWitt C. Wing in the Breeders Gazette is high praise.

We have been intensely interested since the year when he became superintendent of Keokuk County, Iowa. We have never known a county superintendent who met the needs of the time better than he met the need of an Iowa county. Indeed, he is the only person we have known who developed initiative and personality in country boys and girls systematically.

JASON S. HOFFMAN of Flemington, N.J., superintendent of Hunterdon County for thirty-two years, died on September 3, from an operation for hip trouble, at the age of sixty-eight. He was one of the educational leaders of the state, only one man—Charles S. Albertson, Camden County—having served as county superintendent in the state longer than he. He had been in school service in the state forty-eight years, graduating from Rutgers College in 1879. He had never had a sick day since childhood, and his vigorous physique enabled him to play a leading part in educational activities in state and nation as well as in city and county.

JASPER L. McBRIEN, director of rural school department of the Oklahoma State Teachers College, Edmond, is rounding out a remarkable professional career of educational evangelism in the noblest kind of service in the rural schools of Central Oklahoma. Four hundred and seventy-nine of the country schools of the fourteen counties in the district of the Central State Teachers College have been standardized as first-class superior schools under his leadership. This means personal attention to all the details of each of these schools, to the teachers, the school work of the pupils, the public school sentiment of the patrons, and to the readiness of the community to pay taxes for the education of their children.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Little Good-for-Nothing—I

A little Good-for-Nothing sat on the top of a wooden fence with her stubby toes caught under the rail below. Her sharp little elbows were on her knees and her chin was resting on her upturned palms. She was very pretty to look at; almost as pretty as the great golden sunflower that peeped over her shoulder with head so heavy that it seemed to long for a pair of arms of its own to lean on.

Little Good-for-Nothing was very happy. She had just eaten a huge bowl of bread and milk, and there was nothing to do. Of course, the dishes were still unwashed in her mother's kitchen, and there was a hole in the toe of her best stocking, and her hair needed a good combing, and her pretty face would be none the worse for a good washing, but there was nothing she had to do, so she sat in the sun and watched a brilliant green fly skate circles and ovals of gleaming light on the violet rink of the distant sky.

A big bee droned like an aeroplane onto the landing field of the sunflower behind her head.

"M'mm," droned the bee, "a pretty good old world, even if I do have to work so hard for a living."

"You're a noisy old fool!" cried Good-for-Nothing. "Only fools work as hard as you do."

"M-m-m," droned the bee, "who says such a silly thing?"

"I do," answered Good-for-Nothing, "and I mean it too. If you were as smart as I am you would get someone else to slave for you.."

"M-m-m," droned the bee. "Who slaves for you?"

"Why, everyone, you silly bee. My mother and father and little sister, the butcher, the baker and candle-stick-maker, the moo cow and the growing corn, and even yourself, you silly bee, for when you have worked yourself nearly to death, I shall come with a big pail and rob your hive."

"Mm! Mm!" droned the bee. "Can that be so?"

Now little Good-for-Nothing did not know it, but right under her, sitting on a daisy throne, was the Queen of the Spirit Things. She heard every word that was said and her violet eyes grew sad and drops of dew, which may have been tears, glistened in them.

"You foolish Good-for-Nothing, I must save you against yourself. It will be hard on you, I know, but you will be happier when you have learned your lesson."

So saying the Queen of the Spirit Things blew a golden dust in the little girl's eyes, and then flew away on the wings of a blue butterfly.

"I must go home now," said Little Good-for-Nothing. "It is time for my bowl of porridge and cream."

As she approached the cottage she found the door hanging open on one hinge. The glass in the windows had been broken with stones. There was no sign of her mother and father and the old stove was cold and rusted.

"Oh, what has happened!" cried Little Good-for-Nothing. "Where is my porridge? What shall I eat?"

As no one answered her she went outside and took the path to the cold fern-covered spring. Alas! It was full of dead leaves and a frog sat on the edge and puffed out his yellow throat at her. Because she was thirsty little Good-for-Nothing cleaned out the spring and sat near by until it had cleared enough to drink from. It was evening now and the wind was chill, so little Good-for-Nothing went back to the cottage, pushed the broken door into place and built a fire in the old stove. In the pantry she found a tin can full of meal. With a heavy heart and slow fingers she mixed some in a rusted pan and, after cooking it, ate it without cream or sugar.

Little Good-for-Nothing—II

All that night little Good-for-Nothing shivered and shook because she had no bedclothes to cover her. When morning came she went down to the village. No one seemed to know her. She went into the butcher shop and ordered a chop. "Have you the money to pay for it?" asked the butcher.

"Money!" exclaimed little Good-for-Nothing. "You never asked me for any money before!"

"You're crazy!" said the butcher. "Do you think I run an almshouse?"

"I shall try the baker," said little Good-for-Nothing, so she went into the store. It smelled so sweet of ginger cookies that her mouth watered.

"I shall take a dozen ginger cookies," said little Good-for-Nothing.

"Twenty cents is the price," said the baker.

"Twenty cents!" cried the girl. "You used to give them to me for nothing."

"You're crazy," said the baker. "Do you think I run an almshouse?"

"Well," said little Good-for-Nothing, "at least I shall not sit in darkness tonight. I shall see the candle-stick-maker and get some candles," but when she asked for a dozen the candle-stick-maker asked for fifty cents.

"Fifty cents!" cried little Good-for-Nothing. "You used to give me all I wanted without paying a cent."

"You're crazy," said the candle-stick-maker. "Do you think I run an almshouse?"

"I know what I shall do," cried little Good-for-Nothing. "I shall open a hive and get some honey. The bees know nothing of money, so will not ask for any."

So saying the little girl went into a field of clover and lifted the lid from a hive that stood in the corner. Instantly the air was black with bees that buzzed and hummed and grew angrier and angrier until finally they all lit on little Good-for-Nothing and stung her so badly that she ran screaming from the clover patch. One of the biggest and most savage of all the bees was the one that droned onto the landing field of the big sunflower.

"I've been waiting for you, little Good-for-Nothing, to come with your pail, as you said you would, to take my honey. Instead of giving you honey I shall sting you well."

Just then little Good-for-Nothing tripped on a stone and fell heavily. When she came to her senses she was sitting on the ground under the rails of the old fence. The big friendly sunflower was leaning over anxiously to see whether she was badly hurt. Little Good-for-Nothing rose slowly to her feet.

"What a terrible dream!" she cried. "I wonder if the world is really such a hard place. Dear me, I shall run right home and wash the dishes, and darn my stocking, and comb my hair, and scrub my face."

She was off in a second and the Queen of the Spirit Things on the wings of the blue butterfly floated once more gently down on her daisy throne.

The Crossroads

There was once a servant of a great king who was sent by his master on a long journey. He was warned to attend to the king's business no matter what adventure he ran into. As he traveled he came to a crossroads. One way led through quiet country where sheep grazed on the hillsides, and the

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other way led down into a valley where lay a city with golden roofs. From within the walls of the city rose up the sound of laughter and sweet musical instruments. And the servant was troubled in mind which way to go. As he pondered he saw before him at the joining of the roads a crude altar made of stone. Across it was a wide slab on which were written many queer characters the like of which the servant had never seen before. As he pondered a man came by. He was old and bent and his white whiskers brushed the tips of his long shoes. "Would you know what the slab says?" he asked of the servant and the servant nodded. "Under the arrow pointing to the right hand road it reads: For him who would find quiet and a contented mind." "And the other?" asked the servant. "For him who would find pleasure such as the world gives," read the old man. At that moment clouds swept down over the hills where the sheep fed and the way looked dark and dreary, but over the valley road the mists cleared away and the golden roofs of the distant city loomed bright and the sound of laughter and sweet musical instruments came strong on the wind. Then said the servant to himself: "I shall go a little way into the city and if I like it not I can return to this spot and follow on to where the sky leans down on the earth's edge." So he went the left hand road and as he walked the old man looked after him and said: "Fool that thou art, never again can you come to this crossroads." But the servant heard nothing that he said, for his ears strained to listen to the laughter and the sweet musical instruments.

And so the servant followed the left hand road and the lure of the golden roofs. He walked long and swiftly and as he rounded each bend in the way he said: "Around the next turn I shall come to the city gates," but at the twentieth turn he seemed no nearer than at the first. So he traveled on for seven days and seven nights and then wearied and footsore he sat down in the bright sun on the sand to take counsel with himself. As he pondered a shadow fell between his outspread legs. At first he thought it his own shadow until with a start he saw two red eyes looking at him out of the head of the shadow. Then the servant of the king was frightened and he cried out: "Who are you? there in the dust! What have you to do with me?" and the shadow answered: "I am Remorse. Behold I shall travel with you until you come again into the road leading to the king's desire and the quiet mind." "And how shall I ever reach that road?" asked the servant in despair. "I have tried to go back but find that I cannot so much as move my feet one inch in that direction."

"And would you go back if you could?" asked the shadow.

"God knows I would," said the servant, "for now I know that the golden roofs are not gold and that the laughter is the noise of the wind in my ears and the sweet musical instruments the whisperings of an evil spirit. I repent me bitterly in my soul for my desertion of the king's business."

Then a wonderful thing happened. The black shadow took form between his feet. The red eyes changed to stars and behold, a child squatted in the dust where the shadow had been. "Because you have repented," said the child, "all will be well with you. Behold the highway of the king." At that instant the child vanished and the servant saw a trail leading off into the distance. It led up a hill and off under the sky's edge. So the servant followed it and found peace and a contented mind.

The Mystery of Life

The other day I was talking to a man who had no religion. He was like many others in the world who would like to believe, but who allow false arguments to harden their souls against the truth.

This man said to me: "How do we know there is life after death? That seems too wonderful to believe."

I gave him this answer which I think every one of us should think over now and then.

"Forty years ago there was no such person as you. The world was here revolving in space. The sun shone and the ocean rolled on the shore, but there was no such person as you. Then, out of the infinite reaches of space you came to earth. At first you were a tiny child, but you had in you a spirit capable of developing the body in which it lived. During many of the first years you exerted little conscious influence over your growth, but you grew just the same. Today you are here. Forty years ago you were nowhere. How did all this happen?" The man shook his head. "Then," I said, "if the fact that you are here is a mystery to you why worry about that other mystery of how you are going to live over there when death has taken your body from you? The greatest wonder in the world is the one wonder about which there can be no doubt, namely, the fact that we are here, alive, thinking and doing, in America, in the year of our Lord nineteen hundred and twenty-seven. All other wonders are of no consequence compared with this one."

I do not know whether this man understood my argument or not, but it is true just the same, and whenever you are tempted to doubt just think it over and you will receive strength to believe that the good Father who thought enough of us to put us here will have no trouble taking care of us after death has stripped off the frail body in which we are encased.

The Patient Workers

A great many people go searching all over the world for happiness and are unhappy while searching for it. A prospector loads up his donkey with supplies and goes far away into a hot desert looking for gold. He sweats and toils and suffers for to him gold spells happiness. A business man labors day and night, buying and selling wherever he can do so to advantage for the purpose of gaining success. To him success spells happiness. A doctor labors all day and often far into the night trying to make sick people well. To him the power to heal spells happiness. Now all these workers are good workers and deserve much credit from mankind, for the one finds the gold that turns the wheels of progress and another directs the power of gold so that it may work for the best interests of mankind and another keeps the body fit for the daily grind, but I wonder whether the prospector and the business man and the doctor in searching so eagerly for the kind of happiness each wants does not sometimes overlook the real happiness than lies always at arm's length within their own souls.

There is a joy in the quiet, peaceful mind that gold cannot buy nor man fashion at his will. It comes only to those who learn patience in the great struggle of life. To work hard, to work well, to work faithfully; all these are important elements in success, but for the really happy life we need also to work patiently and calmly with a supreme faith in the goodness of our fellowman and a deep, abiding confidence in the goodness of God.

View-Points

By Pearl V. Dartt

Wisht I hadn't dropped that marble,
'S my only agate.
Mean ol' thing, she'll keep it always,
Anyway till June.
Wisht I'd left it home this mornin',
Liked that little agate;
See her watchin'! I won't bawl though—
Gee! I wisht was noon!

Wish he hadn't dropped that marble,
It's his only agate;
Showed it to me just this morning,
Face a rosy grin.
Grin all shattered, he won't cry though,
Plucky little rascal;
Just wait till noon, you honey-boy—
Who cares for discipline!

—Seattle Grade Club Magazine.

EDUCATION IN ACTION

I. O. O. F. to Give Educational Aid

The Sovereign Grand Lodge, Independent Order of Odd Fellows, took a step forward educationally when it went on record at the gathering in Hot Springs, Ark., recently for the establishment of a loan fund for the under-privileged sons and daughters of the members of their order and its branches. The proposal was sponsored by the Association of Rebekah Assemblies and was presented by Dr. L. B. McBrayer of Southern Pines, N. C. Miss Flora E. Sheets of Chicago is chairman of the Rebekah committee which has been giving extensive study to the establishment of the fund.

Court Sanctions Bible Reading

That it is lawful and no constitutional provision is infringed by the reading of the Bible in the schoolroom, without note or comment, permitting pupils to retire who do not care to listen to the reading, is the substance of a recent decision by the Supreme Court of Minnesota. The decision states: "The purpose of the defendant school board in having the Bible read in the public schools was to implant in the mind of the pupil higher moral and ethical standards and a knowledge of the Bible and was not for the purpose of teaching the doctrines of any religious sect."

Teacher Placement Shows Increase

A total of 218 graduates of the University of Oregon were placed in teaching positions this year by the appointment bureau of the school of education, it is announced by Dr. H. D. Sheldon, dean. This is a marked increase over last year, when 137 were placed. Graduates of the school of education are assured of places, it is pointed out, since this year there were 443 calls for teachers and instructors.

Police School Reopens

Boston University's "school for police," run in connection with the school of law, is resuming its sessions this fall, according to an announcement by Director David Greer of the police courses. When started several years ago this course attracted much attention because of its unique arrangements for schooling police officers in the branches of the law which they should know in order to perform their duties in the most efficient way. It was copied in municipal police schools in several cities. This year fifty policemen from a dozen or more towns have already enrolled.

Tendency Is Toward Larger School Grounds

Five acres or more of land for elementary schools and ten acres or more for high schools, junior or senior, have been acquired by several large cities in California, Georgia, Indiana, Michigan, Minnesota, Ohio, North Carolina, Pennsylvania, Texas, and Wisconsin, as announced by the National Conference on City Planning through the Playground and Recreation Association of America. Sixty cities report a definite policy of providing five or more acres for elementary schools and ten or more acres for high schools. Small cities, where unimproved ground is available at reasonable prices, make a better showing, and fifty cities of 15,000 to 125,000 population report the acquisition of five acres or more for school sites since 1915. Cost of land for schools in small cities ranged from $500 to $8,000, and in some instances to as high as $18,000 per acre. In Chicago as much as $30,000 per acre was paid.

English Youths Desired in Canada

About 1,500 boys and girls between fourteen and seventeen years of age leave England each year to settle in Canada, according to an announcement of the British Overseas Settlement Committee. Grants for traveling expenses are made, under provisions of the Empire settlement act, by the British and Canadian Governments, and the young emigrants are sent out under the direction of recognized voluntary societies interested in child emigration. To promote settlement in western Canada and offset the tendency to locate in eastern and Maritime Provinces, the grant has recently been increased from sixteen to twenty pounds. Reports from the Dominion commend the quality of boys and girls sent out and their happy adjustment to conditions in the new home.

Church Acts In Chicago

Pastors of the Chicago Church Federation, representing 800 churches, have voted to co-operate with other civic organizations in investigating the Chicago school situation. S. J. Duncan-Clark, chairman of the Federation committee, said: "The question, as the committee sees it, is whether the schools shall be run in the interests of the children or keep the interest of the children subsidiary and use the schools as a useful adjunct to a political party."

High School Freshmen Repeating

More than fifty students in the Westfield, Mass., High School Freshman class of last year are repeating that year's work, due to failure to pass their courses. This number comprises more than twenty per cent. of the total enrollment in the entering class. The two-session plan, which is in effect here due to overcrowded conditions in the high school, is held to blame for the many "flunks." The freshman class has to attend afternoon sessions. The failure of the pupils means a cost of over $5,000 to the city, as their annual tuition cost to the city is figured at $100 each.

Wholesome Influence Claimed for Fraternities

Character as the most important quality to be considered in seeking new members for national Greek-letter social fraternities was given by three-fourths of the answers to a questionnaire recently sent out by H. E. Stone, dean of men of West Virginia University, to heads of 100 chapters in colleges and universities in the United States. Capacity for friendship was rated next, and scholarship third. Other considerations were athletic ability, popularity, financial ability, social standing, and relationship to older members. The average value of homes owned by the fraternities investigated was $65,000.

Teacher Drove Taxi During His Vacation

A teacher at the College of the City of New York drove a taxicab all summer without a single mishap, it has been learned. He has returned to his classroom as ruddy and vigorous after his outdoor work as if he had spent the season at the seashore. Nelson Ruttenberg, Fourth Deputy Police Commissioner, in charge of the New York Hack Bureau, refused to devulge the name of the instructor. "College students make fine drivers," said Mr. Ruttenberg, "and we have about 300 students who are working their way through school by operating taxicabs during the day and night when they can get away from their studies."

Young School "Farmers" Have Harvest Festival

Eighty young farmers took part in the celebration of the harvest festival recently at the Children's School Farm of the Department of Parks in the heart of New York City's lower east side. Twelve boys and seven girls received prizes for the best cared-for plots. Previous to the presentation the children reaped their harvest of radishes, lettuce, Swiss chard, beans, peas and peanuts. The festival proved to be a novelty for the neighborhood, and a large crowd congregated around the high iron fence, watching the children wielding the rake and the spade and hauling away their products in small wheelbarrows. Although the children of the district are very fond of radishes, it was said that not one radish was stolen during the summer and none of the farm plots was molested. Each plot measures five by eight feet, and every day since planting the youngsters have weeded and watered their growing crops.

College Men As Baggage Toters

The newest wrinkle in collegiate working circles is "red capping." Virtually all the 200 baggage toters employed at the Union Station in Chicago by the Pennsylvania railroad are college men. During the summer they drift in from all over the country, leaving in the fall with their accumulated savings to re-enter school. In the winter the railroad recruits its force solely from students of Chicago colleges. Several years ago a group of college men sought "white collar" jobs with the railroad. But none was available, so they decided to be "red caps." And the railroad liked them so well it was decided to employ only students hereafter for the work. The only "professionals" on the force are twelve supervisors.

More Schools Open in Alaska

Eight additional schools for native Alaskans are opening this fall by the Department of the Interior, Bureau of Education. Congressional appropriations for the school year 1927-28 include $469,400 for the support of schools, $150,000 for medical relief, and $17,520 for reindeer service.

Few Children Free From Physical Defects

That ninety-five per cent. of kindergarten and first-grade children in public schools of the District of Columbia have physical defects is shown by a recent report of the health officer. Many of these were of minor character, but in the opinion of the health officer all needed correction. A total of 41,776 physical examinations were made by medical inspectors during the year 1926-27, but on account of the inadequate force only the younger children, 3,761, could be given thorough examinations. Of these, 67.8 per cent. were found to have defective teeth; 46.7 per cent. diseased tonsils; and 33.2 per cent. enlarged cervical glands. Of 124 children reported as retarded in their classes, 120 were found to have some physical defect.

Technical School Bars Women Teachers

The six remaining women teachers at the Rindge Technical High School in Cambridge, Mass., are being transferred to the Cambridge High and Latin school, under a recent ruling made by the Cambridge school committee. Their places will be filled by men teachers. No reason was given for the change.

Mothers' Clubs Created in Mexico

"Mothers' clubs" have recently been organized in schools in the Federal district of Mexico, which includes and surrounds Mexico City. The clubs are independent of parents' associations, and are primarily for improvement of the social, cultural, and economic condition of mothers of school children.

"Conference Periods" Replace Recitations

A two-hour conference period has been substituted for the lecture and recitation method in Rollins College, Winter Park, Fla. Students may spend the time in study, in conference with the professor, in small discussion groups, in preparation of class papers or outlines, or in any other way preferred to master the subject. This method is still in the experimental stage. It is claimed that faithful work on the part of students is assured, that directed study does away with the mass system in education, and that as the relation of the student during the period is not primarily with fellow students but with the professor, better opportunities are offered to receive through personal contact the impress of the professor's personality.

Training Courses For Platoon Teachers

Two courses for the training of teachers in platoon schools have been offered for the past ten years by the University of Pittsburgh. Regular courses for platoon teachers are conducted in the University of Akron, O.; in Teachers College, Detroit, Mich., and one of the practice schools maintained in connection with the college is operated on the platoon plan. Summer courses on platoon schools were conducted this year in the University of Montana, the University of Arkansas, and Northwestern University.

High School Activities Are "Big Business"

Student activities in the high schools of New York City have developed into very real business enterprises. Any one of the thirty-eight high schools of Greater New York, in the course of a single term, handles organization funds running into thousands of dollars. At the opening of the last school year the capital of all high school student organizations totaled some half million dollars, and $50,000 was added during the first term. Total cash receipts were $734,000; total cash disbursements $674,000. Such are the revenues and expenses of athletics, periodicals, school stores, musical organizations, debates, dramatics, clubs and other activities. Much of the income is put forth straightway to maintain the organizations in one way or another, but a part is invested in such things as photostat machines, musical instruments, radio sets, theatre curtains and moving picture machines. Some of the organizations have considerable savings invested.

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Duke University Work Begins Soon

The metamorphosis of millions made from tobacco into one of the finest educational plants in the country is starting in Durham, N. C. Construction is beginning of the new buildings of Duke University, the seat of learning made possible through the will of James B. Duke, the tobacco king. Over $20,000,000 will be expended. The project will take years to complete and when finished one of the most beautiful college campuses in America will nestle in this Carolina town. The new buildings will cover over 100 acres, centring in the 5,000-acre forest and field area owned by the university. Forty buildings will be constructed to house schools of engineering, medicine, chemistry, forestry and religion. The main group will be the school of medicine, which it is estimated will cost $4,000,000 and which will have a $10,000,000 endowment.

"University Afloat" Abandons Cruise

The co-educational floating university on the Aurania for a round-the-world cruise this year has been abandoned. The Aurania of the Cunard Line was to have sailed October 15 with forty-three faculty members for an eight-months semester on the ocean and in foreign countries. Sponsors declared that the enrollment was not sufficient to justify a cruise this year. A total of 254 boys and girls had registered and paid the fees. This announcement followed closely upon the indefinite postponement of the round-the-world floating university "for men only," which was scheduled to sail on the Ryndam in September.

Sweden Reorganizes Elementary Education

The Swedish Riksdag has passed a bill which reorganizes the system of elementary education in Sweden, reports Leland Harrison, United States minister at Stockholm. The primary object of the measure is to discourage private schools and to extend and unify the elementary public-school system. The bill has been the subject of long and bitter controversy among the political parties of Sweden.

Aztec Dictionary Made by Mexican

A dictionary of the Aztec language is being prepared by Porfirio Aguirro, archaeologist of the Mexican National Museum, Mexico City, and a native of an Indian village of a thousand inhabitants where only Aztec and Mixtec are spoken. The only other comprehensive Aztec dictionary in existence is the French one of Remi Simeon, published in Paris in 1885. Simeon himself was never in Mexico, but got his data from Colonial documents and authentic manuscripts.

TREND OF THE TIMES

BAKERY BILL of America's housewives each year is approximately $1,617,969,000, declares the president of the American Bakers' Association. Commercial bakers supply eighty per cent. of the bread consumed. Of the total bakery bill, something like $700,000,000 goes for bread, rolls and coffee cake. Filling the American bread basket requires 12,240,000,000 loaves of bread annually.

WHOLESALE MIGRATION of Mennonites is taking place from the United States and Canada to Paraguay. It is estimated that within a few years over 100,000 members of this denomination will make their homes in that republic. For a period of 400 years the Mennonites have been searching for a place where they may live in peace apart from the rest of the world. They have been granted by the Paraguay government complete and perpetual immunity from military duty and exemption from participation in warfare, even as non-combatants.

VILLAGE BLACKSMITH, who seemed likely to become one of the charming legends of a motorized civilization, is very much with us, and to stay. Such was the pronouncement made at the annual convention of Master Horseshoers and Blacksmiths. There are 70,000 blacksmiths in the United States today, it was reported. "Horses haven't been banished from industry and commerce as much as the public may imagine," declared one speaker.

UTILIZATION of the earth's internal fires for heat and power, predicted at the meeting of the British Scientists' Association, is already practiced on American soil. In the Hawaii National Bank at Honolulu the superintendent's office is warmed—when warmth is needed—by natural heat drawn from the Likauea volcano.

"SINCERITY" is the only entrance requirement at Pocono People's College, Henryville, Pa. There are no examinations, no grades, no credits. "Students come for the content of the course," it is explained, not for marks and diplomas.

HOMES IN 1950 will be childless and servantless, predicts Rev. William R. Inge, "gloomy Dean" of St. Paul's, London. "The whole face of the country will be spotted with bungaloid growths, within which childless couples will sleep, after racing about the road in their little motorcars. As in America, the typical house will be servantless. The art of supplying standardized needs by pressing buttons will be carried to great perfection," he said.

AMERICAN FLAG will disappear from the seas within sixteen years unless Congress takes steps to equip this country with a merchant marine adequate for its needs. This warning was made recently by Alfred H. Haag, shipping board official and director of the department of international shipping, Georgetown University School of Foreign Service.

LONG-RANGE, crop assisting Pacific Coast weather forecasts, according to E. A. Beals of California, who has studied weather maps for a quarter of a century, would be possible if winter high pressure information were obtainable from Siberia, where Russians have many meteorological stations. As our government does not recognize the Soviet, the United States Weather Bureau cannot get the data.

SOVIET GOVERNMENT has proposed a settlement of Russia's pre-war debts to France. The plan envisages forty-one annual payments to France of $12,000,000, but as a sine qua non for this France must lend to the Soviets $120,000,000 to reach them in six annual amounts of $20,000,000 each. Nothing was said about repaying the French material losses which occurred in Russia, which France has been demanding. Nothing more than a great deal of talk will come of the offer, it was stated.

"BRIDGE, GOLF, dancing, aviation, and mountain climbing are the gods of the hour, and they are stern rivals of all the religious attitudes which enjoin the old-fashioned virtues," declared Dr. Rufus M. Jones of Haverford College before the social workers attending the "Family Life in America Today" conference at Buffalo. "The persons who are saying today they do not believe in God only mean they do not believe in the kind of God they have heard preached about," he asserted.

NATION'S MOTHERS are the safety engineers of the home, declares Dr. Bernice Neuberger, president of the Cleveland Federation of Women's Clubs. They must be, she said, for almost as many accidents occur in the home as in the street and factory.

The BOOK TABLE

TEACHING ARITHMETIC IN THE PRIMARY GRADES. By Robert Lee Morton, College of Education, Ohio University. Cloth. 242 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This is not only the latest treatment of arithmetic teaching in primary grades, but it has corralled all science and art, all philosophy and psychology, all methods and devices, and arranged and rearranged them skilfully and artistically, expanding an old-time fifty pages into 250 pages. Nothing is more complete, could not be more complete, or more adaptable to any teacher's training or lack of training.

An interesting feature of Professor Morton's book is the habit he has of discussing the new and "cussing" the old, as it were. It is done good-naturedly however. For instance, he takes it seriously that there was ever a multiplication table above nine times nine. This is a harmless diversion and probably pleases teachers who like to have something criticised.

METHODS WITH ADOLESCENTS. By Ralph W. Pringle. Illinois State Normal University. Foreword by Lotus D. Coffman, president of the University of Minnesota. Cloth. 435 pages. Boston, New York, Chicago, Atlanta, San Francisco and Dallas: D. C. Heath and Company.

Professor Pringle has approached the mission of the high school in a highly skilful way. He insists upon the teaching of all branches of mathematics, of science, history, civics, economics, sociology, literature, Latin, modern languages and whatever else is studied, so that there shall be a definite, adequate return in the thought and life of every student.

As we should say he harvested the results of every subject studied and of every method by which the student was taught.

While eighty per cent. of the book is devoted to subject study by the students, ninety per cent of the significance of the book is in the fifty pages devoted to "Adolescent Intellect.".

We quote a characteristic paragraph: "The driving force on the physical side at adolescence is the growth and activity of the ductless glands and the resulting rapid development, both structural and functional, of all the organs involved in reproduction. Anything that in any way interferes with the maturing of sex life delays all adolescent psychical traits. There is a small structure known as the tineal gland located on the posterior side of the brain stem, which normally disappears at puberty and becomes filled with a calcareous substance. If the function of this gland is disturbed during childhood there begins a rapid development of the reproductive organs, and an unfortunate case of premature adolescent development and precocity sets in."

Fifty pages of a scientific study of "Adolescent Intellect" is behind all of Professor Pringle's treatment of subject study during adolescence.

CLASS RECORD BOOK. By Harry I. Hadsell. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This Class Record Book is arranged for use in semesters of eighteen weeks. It has space for six days' records in a week and can be used in either college or secondary schools. There are fourteen semester sections, enough to keep the records of seven classes throughout the school year if the school is on an eighteen-week basis. The grades and attendance of forty students can be kept in each of the fourteen semester sections, so the book will take care of five hundred and sixty students for one semester, or two hundred and eighty students for two semesters.

The semester summary sheets in the back of the book are to be used for reports to the school office. From these reports records of grades and attendance can be copied on the individual student's record card in the office.

EXTRA-CURRICULAR ACTIVITIES. By Harry C. McKown, University of Pittsburgh. Cloth. 600 pages. New York: The Macmillan Company.

Extra-curricular activities are beginning to have their own literature, and Professor McKown gives a much wider scope than has been given by anyone of whom we have known. There is no harm in this extension, but it presents the subject with more angles.

As we have heard it discussed the impression has been that out-of-school activities were really in mind while Professor McKown deals entirely with school activities, which is, of course, clearly within the scope of the subject.

Dr. McKown places emphasis that extra-curricular activities are to provide practice in social relations. He emphasizes student council organizations. The assembly exercises should be in the charge of students. He believes heartily in school clubs, and magnifies dramatics and music club responsibilities. In all of the thirty-one groups of extra-curricular activities the author presents a variety of suggestions for securing the highest results.

CLINICAL AND ABNORMAL PSYCHOLOGY. A Textbook for Educators, Psychologists and Mental Hygiene Workers. By J. E. Wallace Wallin, Ph.D. Cloth. 650 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Dr. Wallin is recognized by specialists as one who has given exceptional attention to children handicapped by mental irregularity. He says in the Preface that the book is the growth of more than seventeen years of labor, in several states, devoted to mentally, educationally, and socially abnormal children. He says this work has included the individual examination of seven thousand cases, the organization and administration of systems of developmental and reconstructive training, and the perusal of the avalanche of books and articles which have appeared during this period in the highly productive field of psychological educational tests and mental hygiene, and in cognate fields. Fortunately the author is known personally to a vast number of people who will welcome this book most heartily.

SARAH'S DAKIN. By Mabel L. Robinson, author of "Dr. Tam O'Shanter" and "The Little Lucia Books." Illustrations by Julia Brown. Cloth. New York: E. P. Dutton Company.

Those who know Mabel L. Robinson's other stories know how captivating is this story of a girl and a remarkable collie. It has a delightful coast-of-Maine setting. It is a picture of an ideal relation of a girl in her teens with her father, but above all else it is the best story we have seen of a collie's personality.

Books Received

"Selections from Marcel Proust." Printed by John Johnson.—"Mathematics for Students of Technology." By L. B. Benny. London, England: Oxford University Press.

"Supervised Study Plan of Teaching." By Frances Shreve. Richmond, Va.: Johnson Publishing Company.

"Inside Experience." By Joseph K. Hart. Chicago, Ill.: Longmans, Green and Company.

"Annual Reports Columbia University." (Bulletin of information.) New York City: Columbia University Press.

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GRINS BETWEEN GRINDS

A Flowery Family

Boss—"Has the florist next door any children?"

Clerk—"Two; a girl who is a budding genius and a son who is a blooming idiot."—Good Hardware.

Climbing Higher

"So your wife is determined to move. What's her idea?"

"She's convinced that she can keep up with a more rapid bunch of neighbors."—Boston Transcript.

Bobby's Explanation

"I wonder why they say 'Amen' and not 'Awomen,' Bobby."

"Because they sing hymns and not hers, stupid."

Why Not?

A Missouri mother practices Coueism in her daily life and teaches it to her children. One day she had considerable difficulty in getting her small son to take a spoonful of castor oil.

"Now Johnnie," she reminded him, "All you have to do is to keep on saying to yourself: 'This tastes good, this tastes good,' and you won't mind it at all."

Johnnie, still hesitating to take the dose, suddenly had an inspiration.

"Mother," he cried, "I'm going to say: 'I've already taken it, I've already taken it,' and then I won't need to take it at all!"—From "Children, the Magazine for Parents."

That's It

Friend—"I thought you said you always had the last word with your wife? I heard her ordering you about all the time."

The Hubby—"Well, I do have the last word. Didn't you hear me say, 'All right' each time?"—Montreal Gazette.

That Ancient Book

Timothy had been passing judgment on a neighbor, a judgment that was far from flattering.

"I hate the old cat," he cried, stamping his foot.

"You shouldn't say that, Tim," corrected his mother. "The Bible says we must love everybody."

"I know," was the reply, "but Mrs. Ginns wasn't alive when the Bible was written."—Tit-Bits.

Nothing Else

"Are you laughing at me?" demanded the irate professor of his class.

"No," came the answer in chorus.

"Well," insisted the professor, "what else is there in the room to laugh at?"—Vancouver Province.

A Real Test

"What is the defendant's reputation for veracity?" asked the judge.

"Excellent, your honor," said the witness. "I've known him to admit that he had been fishing all day and hadn't got a single bite."

Let 'Em Rip

"How do you tune these jazz instruments?"

"You don't." — Louisville Courier-Journal.

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JOURNAL MAIL BAG

A Book of Achievements

Editor Journal of Education:—

During the past year the Sophie J. Mee School of Mount Vernon kept a "Book of Achievements."

This book is a large scrap book in which we pasted all the news items that were printed and published concerning the Sophie J. Mee School. The clippings were arranged in chronological order.

Bell Willson.

Mount Vernon, N. Y.

Arlington's New Junior High School

Editor, Journal of Education:—

The town of Arlington, Mass., has just broken ground for a new schoolhouse, the Arlington Junior High School, East. This fact bears interest in a number of ways, for in the first place, in the midst of much discussion about the junior high, and the opposition to it that has seemed to be developed in some quarters, it is refreshing to note that the system has the support of the Arlington authorities.

The Arlington school building now under way is in the hands of a committee of townsmen, of which E. S. Barker is chairman. The procedure of this committee is worth a moment's notice. First the committee decided on the general type of school and the location of the building. It then invited a number of architects to present plans, and in the preparation of these plans the architects had presented to them the general requirements. When the plans were ready the committee received them in anomymous sealed packages, estimates of cost, with the names of the architects being in other sealed packages. At the opening of the plans each member of the committee made a rating on a card of the different sets of plans, first for good looks, and second for apparent efficiency. This being done and the committee being in agreement as to the best set of plans, the other set of envelopes were opened and the names made known. When the costs were seen, it was found that the architect virtually selected had estimates a few thousand dollars higher than the lowest of the others. The committee immediately said: "Why?" and proceeded to analyze the excess in cost. The members decided that the additional features in No. 1 were worth the added cost, and on these various grounds the architect was named. Frank Irving Cooper Corporation of Boston is the architect.

The Arlington Junior High School, East, is to cost $300,000, and will care for 700 students. In case of ultimate need provisions will be installed which later may be utilized in increasing the number of students to 875.

John Ritchie.

Malden, Mass.

Meetings To Be Held

OCTOBER.

20-21: Northeastern Indiana Teachers Association, Fort Wayne.

20-21: Southeastern Indiana Teachers Association, Evansville.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

27-29: Montana Education Association, R. J. Cunningham, 9 Kohrs Building, Helena, Bozeman, Great Falls, Miles City.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association. E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

17-19-20: American Vocational Association Convention, Los Angeles, California, Benjamin W. Johnson, secretary, University of California, Los Angeles.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

1928

February 25-March 1: Department of Superintendence, Boston, Mass.

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